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know it who expects to teach a materialistic generation the reality and immortality of the soul.

If the committee of twelve shall succeed in presenting to the men in the colleges better ideals of college training, they will do a lasting service to the profession that stands for the things of the spirit, and whose indispensable allies are the men who exalt the humanistic studies.

C. D. A.

THE ATTITUDE OF THE SMALL COLLEGE TOWARD THE CLASSICS

[At the April meeting of the Classical Association of New England President Garfield, of Williams College, gave a significant address on the place of classical training in the college curriculum. The address was of peculiar significance as coming from one who has recently been called upon to balance in the most impartial way the educational values of the several departments of the college curriculum, and who had already become convinced of the fundamental importance of classical studies as related to his own department at Princeton, that of political science. He emphasized the fact that no undergraduate could hope to go far in mastering the multitude of political and economic questions of the day, and he asserted that one of the most profitable things that the student can do is to acquaint himself with fundamental political principles through the history and the political literature of Greece and Rome.]

The following is an abstract of President Garfield's address.—ED.]

Mr. Chairman and Members of the Classical Association of New England:

The invitation of your President¹ to address the association is one that I could not lightly disregard. My college training in the classics was under his instruction, so I should have yielded to him as in former days when a request was made of me. However, Professor Hewitt is entirely right in stating to you that my presence here is due to my interest in the preservation of the teaching of the classics, both in school and in college. I wish to offer my testimony in its behalf and to state the belief of one, at least, of our small colleges, that the study of Latin and Greek ought always to be included in the curriculum of the college and in the undergraduate department of the university.

The attitude of the college toward the classics depends upon its attitude toward learning. If the standard is to be determined by the requirements of bookkeeping and of railroad construction, the language and literature of the

¹ Professor Hewitt, of Williams College.

ancients will find no appreciation. But such should not be the standard of a college. There the basis of work should be broad and deep; it should be founded on the rock of past experience; it should be so constructed that we can rear thereon a superstructure proportioned and fashioned to our needs. The superstructure may be as perishable as a generation of men, but the foundations should endure. Of what use will an intimate knowledge of railroad construction be when we take to flying? On the contrary for many generations students have found the inspiration of their lives in the study of the classics. Statesmen of many ages and nationalities have derived their knowledge of the principles of government from the same rich source, and furthermore, experience has shown that the human mind has been admirably disciplined by the study of Latin and Greek.

As the object of the college is to furnish a broad and deep foundation for life, is it not obvious that it should maintain an attitude of great friendliness toward that branch of study which has been proved more than any other to give breadth and depth and force—namely, the classics?

It certainly would seem suicidal to throw Latin and Greek out of our courses until some equally satisfactory substitute has been found. Many modern subjects which must be studied—modern languages, for example—are rapidly being developed as disciplines, while at the same time they have a value as vehicles of expression. If modern languages are to produce results comparable as mental disciplines with the classics, they must be studied with the same degree of thoroughness. As an offset for the culture—civic, ethical, and intellectual—of the classics one often hears the suggestion, that modern literature furnishes the proper field for study, that modern writers offer the results of ripe training; “why not, therefore,” it is asked, “take these results without going back to antiquity?” The answer is simple: one cannot raise the flower and enjoy the bloom without attention to the quality of the soil and its cultivation. We ought not to be content to raise perishable annuals—the flowers of literature should be hardy perennials. Nay, more than that; we in the colleges should try to raise up generations of foresters, who will cut the trees their grandfathers have planted and plant the trees which their grandchildren will cut. Too much of what is done in this present day is without permanent value. Compare it with the enduring monuments of the past, with the spirit that erected the cathedrals of Europe. The builders and workers put their very lives—built themselves—into their work. They did not listen for the stroke of the bell that marked the end of their day’s toil. Their labor was a labor of love and of worship. They were content to put stone upon stone, and to carry forward the work from generation to generation. That is the spirit that should animate our colleges.

Members of the Association are earnestly requested, in case of any change of address, to notify the secretary, Professor T. C. Burgess, before the first of October if possible.